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Reflection #1

**How do the ideals of social justice, collaboration, critical self-evaluation and diversity align with our course objectives and outcomes, and pertain to us in our role as pedagogues?**

After reading through both our course objectives and the components of the Brooklyn College Conceptual Framework I find that the follow objectives align:

* Demonstrate an understanding of the ethical issues of research and discuss the implications for the work as teacher-researcher
* Reflect on his/her own practice and examine implications for future work

Collaboration does not only play a significant role in the framework, our course, our career as educators, but a significant role in life. Collaborating in everything we do helps create communities within our lives, which helps us grow as people and educators. In this course we are collaborating with each other, our professor, our schools and our communities. This course is enabling us to work together as graduate students both in class and online. We are a team of graduate students working together, as well as closely with our professor. We are there for each other and classes are open to questions and discussions. We are collaborating with our schools, the main focus of this course is to define a problem and try to solve it. These problems are stemming from the issues we see in the schools we are in. We are not just taking a college course, we are working in partnership with our schools to make a difference in the academic life of our students. Collaboration also pertains to our role as pedagogues. I am currently a full time teacher in a NYC Public School. Now that I am actively involved in the classroom, I see how collaboration is important to our career and “surviving.” If I did not work together with my peers, especially those on my grade level, I would not only be lost, but the students would be as well. Meeting with my coworkers, brainstorming ideas, and creating curriculum not only helps us stay together, but helps the students in learning the same material. If all the students in one grade are learning the same material, then when they move onto the next grade everyone will be on the same page. This makes each year go smoothly for both the students and the teachers. Collaborating is important as an educator because every teacher has a different brain and a different personality. Coming together helps all the ideas flow, not from just the perspective of one individual.

“Critical Self-reflection and Reflective Practice” is one of the first things I was taught in my undergraduate experience as an education major. My professors always discussed with us how important it was and how reflecting could make you a better teacher. Hearing something is always different than actually experiencing it first hand. While I knew it was true and something that had to be done, I really recognized it during my student teaching experience. If we never looked back, and never thought about the lessons we taught each day, the students would be suffering. If we, as educators, taught a lesson to young children, and they did not understand it, it is almost impossible to continue on with our plans. From experience, I see that we need to stop, look back, reflect on and think about what happened each day, to make for a positive future. The same could be said for this course. We are implementing a big project for our students and schools. The conceptual framework states- Such reflective practice requires that our educators can make connections between the knowledge, research, scholarship and methods constitutive of their particular discipline and their own practice (Eisner,1985; Shulman,1987; Willis and Shubert, 1991). This course is bringing a connection between our practice, in the classrooms and schools we are attached too, to the research we will be doing.

In conditions of social justice, people are "not be discriminated against, nor their welfare and well-being constrained or prejudiced on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socioeconomic circumstances, or other characteristic of background or group membership" (Toowoomba Catholic Education, 2006). As an educator we accept the challenge of creating an inclusive society. We are molding the minds of the future leaders of our nation. It is our job to show the students the importance of social justice, and that we are all equal individuals. As educators, we must model how we want students to act. If we do not show the students that we are all free, we are all equal and we all deserve equal rights and opportunities, than they will not take action in that manner. Social justice can also relate to another part of the framework, diversity.

Furthermore, educators must understand the importance of demonstrating in their own practices, curriculum and classrooms, a sensitivity to, understanding of, and willingness to engage with issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality and disabilities. Knowledge of and sensitivity to one's own and others' identities and subject positions are central to effective teaching (Dilg,1999; Darling-Hammond, 1999; Ladson-Billings, 1994;Ovando&Collier, 1998).

This pertains to all educators, but especially those working in a NYC Public School, where diversity plays a big role. It is important for us to be accepting and aware of our students and the populations within our school and community. It is important for us to engage with the students and show interest in their backgrounds. In demonstrating this in the classroom, it will show students how much you care and it will lead to classroom engagement. It is our job to meet the needs of all the students in our classroom no matter what race, ethnicity, class, cultural and linguistic background, religion, gender, sexuality and disabilities.